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ABSTRACT

Forensics plays a major role in the speech education of thousands of American and Japanese students. This paper describes American college-level forensics and compares both America's high school and college forensics programs and the speech activities of Japan's English Speaking Society with American college forensics. During the fall of 1975, a 34-item questionnaire was sent to the forensics directors of 1440 colleges, junior colleges, and universities with speech departments. Of the 67% responding, 78% conduct forensics programs, with the following geographic distribution: East, 17%; South, 26%; Midwest, 38%; and West, 19%. Among other facts, data show that during the past five years, 55% of the schools experienced a program expansion. A comparison of the resulting data with the Hirokawa-Klopf study of high school forensics shows that high school programs are oriented more toward individual events and interpretive arts than are college programs. A comparison of Japanese and American programs shows that American programs are generally older and that Japanese programs enroll more students, although Americans provide a greater variety of experiences. (Detailed data and tables of findings are included.) (JM)

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FORENSICS IN AMERICA AND JAPAN

by Donald W. Klopf*

Presented at the Communication Association of the Pacific Convention, June 19, 1976, Kobe, Japan--Distinguished Scholars Invitational Program.

Forensics plays a major role in the speech education of thousands of American and Japanese students. How large a role it assumes in American secondary school speech training and in Japan's English language speech instruction has been described. Hirokawa and Klopf[1] analyzed American high school forensics and Ishii and Klopf[2] did the same for the programs of the Japanese English Speaking Society. This paper adds to those analyses with a description of American college-level forensics and then compares the three--America's high school and college forensics and America's college forensics with Japan's E.S.S. speech activities.

American College Speech Activities

To learn about college forensic programs, a survey of junior college, college and university speech departments was conducted during the fall 1975. A thirty-four item questionnaire was sent to the forensics director of the 1440 schools with speech departments listed in the Speech Communication Directory. Of the 67% responding, 78% conduct forensics programs, geographically distributed as follows: East 17%, South 26%, Midwest 38%, and West 19%.[3] This distribution approximates the original mailing and represents all fifty states, Washington, D.C., and Puerto Rico but not the Virgin Islands; and all types of schools (public 64%, church-affiliated 24%, and private non-sectarian 12%)[4] in equal proportion to the original mailing.

Extent of Forensics

With 78% of the reporting schools engaging in some form of forensics, its supporters certainly can claim wide-spread interest in the activity.

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It has been part of American education for over two hundred years with the East having the greatest percent of older programs, and Dartmouth (200 years old) and Princeton (210 years) the oldest reported. Although nationally 14% are more than 70 years old, many new programs (30%) have been started, as Table 1 shows, in the past ten years. The trend is seen

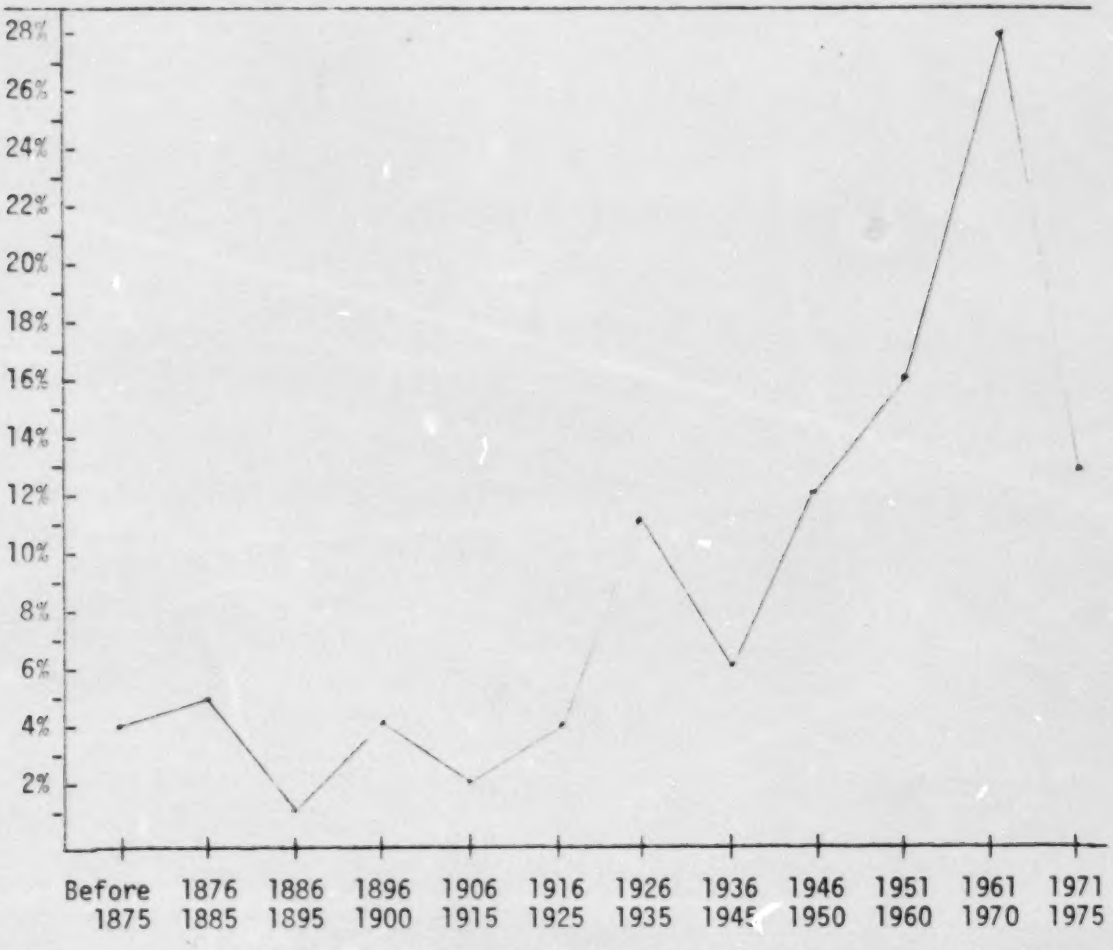
TABLE 1. % YEARS SCHOOL ENGAGED IN FORENSICS

Years	East	South	Midwest	West	National Average
1971-1975	15%	21%	10%	9%	13%
1965-1970	15%	19%	15%	20%	17%
1961-1964	13%	11%	8%	16%	11%
1956-1960	8%	8%	8%	16%	10%
1951-1955	6%	5%	6%	6%	6%
1946-1950	7%	3%	6%	10%	6%
1941-1945	0%	2%	1%	1%	1%
1936-1940	1%	5%	8%	0%	5%
1926-1935	7%	12%	13%	9%	11%
1916-1925	0%	1%	7%	3%	4%
1906-1915	5%	2%	4%	0%	2%
1896-1905	5%	1%	6%	3%	4%
1886-1895	0%	2%	1%	3%	1%
1876-1885	5%	7%	4%	3%	5%
Before 1876	13%	1%	3%	1%	4%

in Figure 1, a chart demonstrating a one-hundred year national growth pattern, with the greatest growth occurring in the 1961-1970 period when most universities were enjoying increased enrollments as well as other forms of expansion. From 1971 to the present, a drop in the number of new programs appears, reflecting two major factors according to the respondents: (1) lack of financial support, apparently caused by the economic problems being experienced by many universities, and (2) lack of student interest, probably caused by decreasing enrollments in many schools.

In estimating their own program's growth during the past five years,

FIGURE 1. NATIONAL GROWTH PATTERN



55% of the respondents reported an expansion while 22% said their programs remained approximately the same size over the five year period. Only 23% saw a decrease which they blamed principally on declines in student interest, financial support, and school support. However, the drops seem to be less than substantial. With only a few exceptions, those indicating declines presently are at the national average in budget and number of students enrolled.

The number of student participants are revealed in Table 2. Fifty-three

TABLE 2. STUDENTS CURRENTLY PARTICIPATING

Number	East	South	Midwest	West	National Average
1- 5	8%	5%	3%	3%	4%
6-10	17%	32%	24%	16%	23%
11-15	20%	23%	19%	14%	20%
16-20	22%	21%	21%	17%	20%
21-25	8%	13%	7%	12%	9%
26-30	7%	2%	7%	13%	7%
31-35	0%	0%	2%	0%	1%
36-40	7%	3%	7%	12%	7%
41-45	5%	0%	3%	1%	2%
46-50	3%	0%	1%	6%	2%
Over 50	3%	1%	6%	6%	5%

percent of the programs enroll more than fifteen students. Of that percent, 9% have forty or more participants with the West's Brigham Young University reporting the largest number, 163 students, and four Midwest schools serving groups of over 100. Only 4% maintain relatively small programs. five or less students. By region, the West has the largest enrollments with the Midwest a close second. The South has the smallest; 37% have ten or less participants, and only a school or two have more than fifty.

Even though a fair-sized number participate, the students do not remain active for long. Ninety-two percent participate for no more than two years of which 53% are one-year participants. Only 1% speak competitively for a full four years.

The Program's Nature

Almost all (97%) college forensics programs offer a combination of debate and individual events training, but not in equal proportions. They are either debate oriented (38% are so classified by the respondents), equally balanced between debate and the individual events (38%), individual events oriented (21%), or interpretative arts oriented (3%). Regionally,

the East, South and Midwest favor debate while the West's major emphasis is on an equally balanced program. Only a handful of schools exclusively engage in one activity, and of those that do, debate is usually the activity. Two develop the program solely around the individual events and two around the interpretative reading events. A number of respondents noted that they were increasing individual events participation at the expense of debating.

The orthodox debating style predominates; 38% of the schools' debaters practice this style but not exclusively. Ninety-two percent of the schools offer at least two other styles, with cross-examination second in popularity (25%) to orthodox, Lincoln-Douglas third (18%) and audience fourth (13%). Six percent use the less popular styles of legislative, radio/television, British, and parliamentary debate.

Orthodox debate receives its greatest support in the East (78%), South (79%), and Midwest (77%), while cross-examination (87%) and Lincoln-Douglas (79%) have moved ahead of orthodox (77%) in the West. Eastern schools, with 18% practicing one of the less common styles, debate frequently with Canadian universities and these schools do not utilize the orthodox, cross-examination and Lincoln-Douglas styles as much as the American schools do.

The following are the prominent individual events, rank-ordered with the most popular first: extemporaneous speaking (91% of the schools engage in it), interpretative reading (84%), original oratory called persuasive speaking in some places (81%), impromptu speaking (70%), poetry reading (68%), and after-dinner speaking (53%). Other events, enrolling less than 25% of the schools, are radio/television speaking, expository/informative speaking, communicative analysis/rhetorical criticism, dramatic duo/direct

acting, readers' theatre, and storytelling, among others.

Tournaments are where students display their speaking skills. Little speaking occurs in other settings although 31% of the schools do debate before audiences. Tournaments are the major setting, however, and Table 3 shows the extent of the tournament speaking. Only 6% of the schools do not

TABLE 3. TOURNAMENTS ENTERED ANNUALLY

Number	East	South	Midwest	West	National Average
0	7%	5%	7%	7%	6%
1- 5	11%	16%	12%	4%	12%
6-10	33%	33%	31%	26%	30%
11-15	21%	24%	22%	29%	23%
16-20	16%	15%	13%	17%	16%
21-25	0%	2%	4%	7%	4%
26-30	8%	3%	6%	9%	6%
31-35	2%	2%	4%	0%	2%
36-40	2%	0%	1%	1%	1%

enter at least one tournament each year. Fifty-two percent enter more than ten per year, 13% more than 20 and 3% more than 30 or about one per week when school is in session.

Schools compete in many tournaments but they conduct few. Twenty-four percent run none, 32% one, 28% two, 7% three, and 9% four or more including tournaments for high school contestants. Some administer high school tournaments as a means of supplementing their forensics budget.

Most schools (52%) get operating funds solely from the general school budget or from student fees via the student governing organization (30%). Thirty percent receive funds from two or more sources. Besides the two mentioned, funds come from service club donations (6%), community donations (1%), money-making projects (4%), parent group donations (2%), among others

including fees collected from tournaments.

Forty-six percent of the programs receive funds equal to allotments of the previcus year. Of the other 54%, two-thirds get more than in past years and one-third less.

How much money the schools are allotted is represented in Table 4.

TABLE 4. ANNUAL FORENSICS BUDGET

$ Amount	East	South	Midwest	West	National Average
250- 1,000	11%	15%	12%	6%	11%
1,001- 2,000	12%	23%	20%	12%	17%
2,001- 3,000	23%	18%	12%	14%	15%
3,001- 4,000	12%	13%	11%	15%	12%
4,001- 5,000	12%	7%	19%	17%	14%
5,001- 6,000	1%	6%	9%	8%	6%
6,001- 7,000	2%	4%	3%	8%	4%
7,001- 8,000	5%	3%	3%	8%	4%
8,001- 9,000	0%	2%	1%	3%	2%
9,001-10,000	11%	2%	2%	6%	3%
Over 10,000	11%	7%	8%	3%	7%

The table does not include the five percent operating without a forensics budget. Of the 95% covered in the table, 52% get over $3,000, 26% more than $5,000, and 7% over $10,000. Compared with the other regions, the East has a larger percent (22%) in the two highest money brackets and the East's Dartmouth University is the nation's highest at $25,000. However, the Midwest with eleven schools reporting budgets over $10,000 has the largest number. The East and South have six each and the West two in the over $10,000 category.

Who runs college forensics programs? Almost all (94%) are coached and managed by the school's speech faculty. Five percent use a faculty member other than speech such as teachers of history, English, political science,

philosophy, economics, and theatre. The other 1% are exclusively student directed and coached, and all of these are located in the East. Sixty-four percent utilize students in minor managerial roles, usually clerical in nature.

Most schools (76%) offer students academic credits for forensics participation. These programs may be classed as co-curricular with the participants doing part or all of their preparation and practice in class for credits. In this case, the typical procedure is to award one credit per semester for four or more semesters.

Forensics-related speech courses are available in 93% of the schools with argumentation/debate the most frequently offered. In addition, some schools provide instruction in coaching and directing forensics (19%) and some a forensics laboratory-type course (28%). Only 1% offer classes like advanced argumentation, judging, and individual events participation.

The Coach

Sixty percent of the American colleges with forensics programs place the program's responsibility in the hands of one person. This individual instructs the students, manages the program, and takes his students to tournaments. During the day or two of the tournament, he quite likely judges or assists in the tournament's management in addition to coaching his students. In 25% of the schools the coach has one aide, in 10% two helpers, and in 5% three or more. The nation's largest coaching staff, eight coaches, belongs to a Southern school. Almost all of the aides are speech faculty or graduate assistants in speech, although a few are undergraduates or laymen.

The hours the coach and his staff, if he has one, devote to the program appear in Table 5. The majority spend up to 25 hours per week during the season. Most of that time is spent coaching or at tournaments. In addition,

TABLE 5. TIME SPENT WEEKLY IN FORENSICS

Hours	Coaching	Directing	At Tournaments
1- 5	32%	78%	44%
6-10	40%	17%	18%
11-15	13%	3%	9%
16-20	8%	1%	9%
21-25	4%	1%	9%
26-30	2%	0%	2%
31-50	1%	0%	7%
Over 50	0%	0%	2%

several hours are given over to program administration. A 7% minority put in twenty or more hours weekly coaching and 20% devote the same amount of time at tournaments. Because of the extra hours, 53% receive a reduced teaching load and, in addition to a regular salary, another 13% earn a stipend. The load reduction follows this national distribution: 1 credit reduction--6%, 2 credits--6%, 3--53%, 4--15%, 5--3%, 6--7%, over 6--10%. Extra pay falls into these categories: $100-$500--20%, $501-$1,000--43%, $1,001-$2,000--20%, $2,001-$3,000--5%, over $3,000--12%.

The courses taught by 76% of the coaches are either speech, speech communication, or communication courses. Eighteen percent teach a mixture of courses, for instance, a combination of classes in English, speech and the humanities. The other 6% concentrate in one of these areas: English, drama, political science, econimics, history, business, and philosophy.

The highest degrees earned by the coaches follow this breakdown: bachelor's degree--3%, master's--58%, doctor's--38%, other--1%. The degrees were earned in speech (48%), speech communication (31%), communication (5%), education with a speech concentration (4%), drama (4%), and others (8%).

Data about the coach's experience appears in Tables 6, 7, and 8.

TABLE 6. COACH'S TEACHING EXPERIENCE

Years	East	South	Midwest	West	National Average
1- 5	19%	41%	28%	27%	29%
6-10	32%	23%	30%	27%	28%
11-15	24%	17%	16%	23%	19%
16-20	13%	7%	9%	15%	10%
21-25	6%	6%	9%	4%	7%
26-30	6%	3%	6%	1%	5%
31-35	0%	0%	1%	3%	1%
Over 35	0%	3%	1%	0%	1%

In years of teaching and coaching experience, Tables 6 and 7 reveal that the majority (57% nationally) have had ten or less years. The Southern region has the largest percentage of coaches with five or less years teaching (41%) and coaching (49%) but also has the most coaches with the greatest amount of teaching experience--3% have over 35 years.

TABLE 7. COACHING EXPERIENCE

Years	East	South	Midwest	West	National Average
1- 5	37%	49%	40%	39%	40%
6-10	30%	24%	31%	27%	27%
11-15	18%	14%	17%	19%	16%
16-20	12%	10%	8%	11%	9%
21-25	3%	2%	1%	4%	2%
26-30	0%	1%	2%	0%	5%
Over 30	0%	0%	1%	0%	1%

Table 8 shows the forensic training the coaches had in high school and college. All but 8% experienced forensics training while in school, usually in more than one activity, and, for most, at the college level.

Coaches in the West hold a slight edge over the other regions in variety of experiences with more of them having had high school training and more with college debate experience. The South has the smallest number (5%) of coaches with no experience.

TABLE 8. COACH'S FORENSIC EXPERIENCE

Activity	East	South	Midwest	West	National Average
High School Debate	46%	55%	55%	63%	57%
H.S. Individual Events	43%	51%	57%	67%	57%
H.S. Tournament Experience	33%	47%	45%	56%	66%
College Debate	64%	70%	77%	83%	76%
Col. Individual Events	44%	64%	83%	82%	74%
Col. Tournament Experience	56%	61%	69%	65%	66%
No Experience	13%	5%	7%	7%	8%

Do the coaches or the school belong to a forensic organization? Seventy-two percent hold one or more memberships. Thirty-eight percent maintain American Forensic Association memberships, 32% belong to state forensic leagues, 11% to a local league, and 15% to one of the forensic fraternal groups (Pi Kappa Delta--7%, Tau Kappa Alpha-Delta Sigma Rho--3%, and Phi Rho Pi--5%).

Values of Forensics

Asked to note the values of forensics training, the respondents cited over one hundred different reasons why the training is valuable. The eleven values listed below are those named by over 70% of the respondents.

1. Improved public speaking ability.
2. Achieving a sense of pride in doing one's best.
3. Improved critical thinking ability.
4. Improved organizational ability.
5. Improved research ability.

6. Improved ability to analyze arguments.
7. Improved decision-making ability.
8. Improved ability to present and defend a case.
9. Improved interpersonal speaking.
10. Improved ability to analyze issues.
11. Improved sense of ethical responsibility.

Comparison of High School and College Programs

The Hirokawa-Klopf study of American high school forensics provides a basis for comparing the high school and college programs. The Hirokawa-Klopf study utilized a questionnaire almost identical to that used in the college analysis described in the first part of this paper, and the methodology is similar in both. The comparison which follows gives the high school and college national averages from the two studies for the items considered most pertinent to an understanding of American forensics.[5]

1. Schools with Forensics Programs: High School 68%, College 78%.
2. Years School Engaged in Forensics: 1-5 H.S. 27% C. 13%, 6-10 H.S. 25% C. 17%, 11-15 H.S. 15% C. 11%, 16-20 H.S. 8% C. 10%, Over 20 H.S. 25% C. 49%.
3. Estimation of Program's Five-Year Growth: Expanded H.S. 58% C. 55%, Remained Constant H.S. 24% C. 22%, Decreased H.S. 18% C. 23%.
4. Student Participants: 1-5 H.S. 5% C. 4%, 6-10 H.S. 12% C. 23%, 11-15 H.S. 17% C. 20%, 16-20 H.S. 19% C. 20%, 21-25 H.S. 12% C. 9%, Over 25 H.S. 35% C. 24%.
5. Years Experience of Participating Students: Less than 1 year H.S. 12% C. 12%, 1 Year H.S. 21% C. 41%, 2 Years H.S. 53% C. 39%, 3 Years H.S. 12% C. 7%, 4 Years H.S. 2% C. 1%.

6. Extent of Student Administration of Program: None H.S. 33% C. 36%, Some H.S. 51% C. 48%, About Half H.S. 12% C. 9%, More than Half H.S. 4% C. 5%, All H.S. 0% C. 2%.
7. Academic Credits Offered for Participation: Yes H.S. 24% C. 76%, No H.S. 76% C. 24%; If "yes," how many credits: 1 credit H.S. 40% C. 38%, 2 H.S. 9% C. 13%, 3 H.S. 13% C. 13%, 4 H.S. 13% C. 13%, Over 4 H.S. 25% C. 23%.
8. School offers Forensics-Related Courses: Yes H.S. 74% C. 93%, No H.S. 26% C. 7%.
9. Approximate Annual Budget: None H.S. 19% C. 5%, Below $100 H.S. 13% C. 0%, $101-1000 H.S. 48% C. 11%, $1001-2000 H.S. 11% C. 17%, $2001-3000 H.S. 5% C. 15%, $3001-4000 H.S. 2% C. 12%, $4001-5000 H.S. 1% C. 14%, Over $5000 H.S. 1% C. 26%.
10. Budget Compared to Previous Ones: Same H.S. 63% C. 46%, Higher H.S. 27% C. 32%, Lower H.S. 10% C. 22%
11. Tournaments Entered: None H.S. 4% C. 6%, 1-5 H.S. 36% C. 12%, 6-10 H.S. 22% C. 30%, 11-15 H.S. 16% C. 23%, Over 15 H.S. 22% C. 29%.
12. Tournaments Conducted: None H.S. 41% C. 24%, 1 H.S. 37% C. 32%, 2 H.S. 11% C. 28%, 3 H.S. 7% C. 7%, Over 3 H.S. 4% C. 9%.
13. Classification of Program: Debate Oriented H.S. 15% C. 38%, Individual Events Oriented H.S. 38% C. 21%, Equally Balanced H.S. 34% C. 38%, Interpretative/Dramatic Arts Oriented H.S. 13% C. 3%.
14. Debate Styles: Orthodox H.S. 30% C. 38%, Cross-X H.S. 55% C. 25%, L.D. H.S. 8% C. 18%, Others H.S. 7% C. 19%.
15. Individual Events: Oratory (Persuasive Speaking) H.S. 82% C. 15%, Extemporaneous Speaking H.S. 86% C. 17%, Interpretative Reading H.S. 87% C. 16%, Impromptu Speaking H.S. 48% C. 13%, Poetry Reading

H.S. 75% C. 13%, Declamation H.S. 41% C. 2%.

16. Program's Coaches: Speech Faculty H.S. 72% C. 94%, Other Faculty H.S. 22% C--5%, Laymen H.S. 3% C. 0%, Students H.S. 1% C. 1%, Other H.S. 2% C. 0%.

17. Number of Coaches: 1 H.S. 58% C. 60%, 2 H.S. 27% C. 25%, 3 H.S. 8% C. 10%, Over 3 H.S. 7% C. 5%.

18. Degree Coach Holds: Bachelor's H.S. 53% C. 3%, Master's H.S. 44% C. 58%, Doctorate H.S. 1% C. 38%, Other H.S. 2% C. 1%.

19. Field Degree Earned: Speech H.S. 18% C. 48%, Speech Ed H.S. 22% C. 4%, English Ed H.S. 24% C. 1%, Speech Communication H.S. 12% C. 31%, Other H.S. 24% C. 16%.

20. Courses Taught: Speech/Communication H.S. 17% C. 76%, Mixture H.S. 54% C. 18%, English H.S. 16% C. 1%, Drama H.S. 5% C. 2%, Social Studies H.S. 3% C. 2%, Other H.S. 5% C. 1%.

21. Hours Coaching Weekly: None H.S. 3% C. 0%, 1-5 H.S. 39% C. 32%, 6-10 H.S. 29% C. 40%, 11-15 H.S. 12% C. 13%, 16-20 H.S. 10% C. 8%, Over 21 H.S. 7% C. 7%.

22. Hours at Tournaments Weekly: None H.S. 9% C. 0%, 1-5 H.S. 35% C. 44%, 6-10 H.S. 29% C. 18%, 11-15 H.S. 13% C. 9%, 16-20 H.S. 8% C. 9%, Over 21 H.S. 6% C. 20%.

23. Hours Directing Weekly: None H.S. 9% C. 0%, 1-5 H.S. 65% C. 78%, 6-10 H.S. 15% C. 17%, 11-15 H.S. 4% C. 3%, Over 15 H.S. 7% C. 2%.

24. Teaching Reduction: No H.S. 75% C. 47%, Yes H.S. 25% C. 53%
If "yes," how much: 1 credit H.S. 6% C. 3%, 2 H.S. 1% C. 3%, 3 H.S. 3% C. 29%, Over 3 H.S. 15% C. 18%.

25. Years Taught: 1-5 H.S. 44% C. 29%, 6-10 H.S. 25% C. 28%, 11-15 H.S. 12% C. 19%, 16-20 H.S. 9% C. 10%, Over 20 H.S. 10% C. 14%.

26. Years Coached: 1-5 H.S. 56% C. 40%, 6-10 H.S. 22% C. 27%, 11-15 H.S. 12% C. 16% 16-20 H.S. 5% C. 9%, Over 20 H.S. 5% C. 8%.
27. Coaching Stipend: Yes H.S. 73% C. 13%, No H.S. 27% C. 87%.
28. Forensics Training: Yes H.S. 59% C. 92%, No H.S. 41% C. 8%.

These observations concerning the comparison seem noteworthy:

1. The college programs, generally speaking, are older than those of the high schools and better financed. More are decreasing in size, however, and many more serve fewer students than the high school programs. Also, university students do not participate for as many years as high school students do. Nevertheless, the college programs offer more rewards such as academic credits for participation, forensics-related courses, and opportunities for tournament participation.

2. The high school programs are more individual events and interpretative arts oriented than the colleges. The colleges have a stronger debate emphasis. The high schools feature cross-examination debate. In contrast, the colleges emphasize orthodox and they use a greater variety of debate styles than the high schools. Many of the individual events appeal to both groups but the high schools put a greater stress on them.

3. In certain ways, the college coaches seem to be better off than those at the high schools. The colleges have as coaches more speech faculty--faculty who have earned higher degrees, who have more forensics experience, who have more experience as teachers and coaches, and who receive more of a teaching load reduction. More high school coaches get a coaching stipend, however, even though it is a small one. Both groups spend about the same number of hours each week coaching and directing. But the college group as a whole spends more hours at tournaments.

Comparison of Japanese and American Programs

Many aspects of Japanese university forensic programs are similar to those in the United States, as the Ishii-Klopf report acknowledges. Contests in debate and individual events are held, winners declared and prizes awarded. Leagues exist. Training camps and institutes like those in America are regularly conducted. And, American debate texts serve as instructional resources. Because of these similarities, there is a basis for comparison between the Japanese and American university programs.

One peculiarity, however, distinguishes the typical Japanese program from its American counterpart. The programs in Japan are almost entirely run by a student organization seeking to promote better English speaking practices. Few contests in the Japanese language are held, although some are conducted, and in other languages as well.

The student organizations promoting English-language speech activities are called the "English Speaking Society" in most universities. A half-dozen use another name. However, their goals are similar to the ESS. Eighty-four percent of the universities with English Departments have ESS-type organizations with forensic programs.

The data collected by Ishii and Klopf comes from these ESS groups and that data appears in the comparison below.

1. Years School Engaged in Forensics: 1-5 E.S.S. 13% C. 13%, 6-10 E.S.S. 37% C. 17%, 11-15 E.S.S. 17% C. 11%, 16-20 E.S.S. 14% C. 10%, Over 20 E.S.S. 19% C. 49%.
2. Program's Five-Year Growth: Expanded E.S.S. 42% C. 55%, Remained Constant E.S.S. 37% C. 22%, Decreased E.S.S. 21% C. 23%.
3. Student Participants: 1-10 E.S.S. 13% C. 27%, 11-20 E.S.S. 20% C. 40%, 21-30 E.S.S. 28% C. 16%, 31-40 E.S.S. 18% C. 8%, 41-50 E.S.S. 7% C. 4%, Over 50 E.S.S. 14% C. 5%.

4. Student Program Administration: None E.S.S. 0% C. 36%, Some E.S.S. 2% C. 48%, About Half E.S.S. 10% C. 9%, More than Half E.S.S. 13% C. 5%, All E.S.S. 75% C. 2%.
5. Approximate Annual Budget: Below $200 E.S.S. 20% C. 5%, $200-$1000 E.S.S. 69% C. 11%, Over $1000 E.S.S. 11% C. 84%
6. Number of Tournaments Entered: None E.S.S. 14% C. 6%, 1-5 E.S.S. 67% C. 12%, 6-10 E.S.S. 18% C. 30%, Over 10 E.S.S. 1% C. 52%.
7. Forensic Events: Oratory E.S.S. 86% C. 15%, Interpretative Reading E.S.S. 37% C. 16%, Debate E.S.S. 39% C. 92%, Discussion E.S.S. 37% C. 1%, Dramatic Arts Events E.S.S. 37% C. 3%, Other E.S.S. 6% C. 47%.
8. Debate Styles: Orthodox E.S.S. 25% C. 38%, 5-Man E.S.S. 56% C. 0%, Other E.S.S. 19% C. 62%.
9. Program's Coaches: Speech Faculty E.S.S. 0% C. 94%, English Faculty E.S.S. 50% C. 1%, Laymen E.S.S. 10% C. 0%, Students E.S.S. 40% C. 1%, Other Faculty E.S.S. 0% C. 4%.
10. Hours Coaching Weekly: Less than 1 E.S.S. 28% C. 0%, 1-5 E.S.S. 55% C. 32%, Over 5 E.S.S. 17% C. 68%.

These observations about the comparison merit attention:

1. American programs are generally older than the Japanese. Nevertheless, Japan has three over fifty years and quite a few that are more than twenty years in age.

2. The Japanese programs, by and large, enroll more student participants than their American counterparts. The Americans, in contrast, provide a greater variety of experiences--more tournament participation, debate, and variety in forensic events. The American programs are also better financed and employ more faculty as coaches.

In both nations, forensics has an impact on the speech training of

university students. Most schools have a program and thousands of students take part.

FOOTNOTES

[1] Randy Y. Hirokawa and Donald W. Klopf, "High School Speech Activities," Speech Education, III, Oct. 1975, 106-119. "Forensics" consists of individual or group public speaking and oral reading performances that are organized as contests or tournaments with the goal of winning campus or interscholastic honors.

[2] Satoshi Ishii and Donald Klopf, "Forensics in Japan," a paper presented at the Communication Association of the Pacific Convention, June 1974.

[3] Throughout this report, percents are rounded to the nearest whole number. Not all responding forensic directors replied to each of the questionnaire's 34 items, hence, the base figure changes with each item. Some items permit multiple responses, increasing the base. Forensic programs are sponsored by schools without speech departments and this study does not account for such programs. Previous research leads us to believe that the number of those programs is so small as to make no significant change in the percents reported.

[4] Because the geographical distribution and type of school represented by the respondents approximates the original mailing, the data reported is not skewed in a favor of several states replying in larger proportion than others. The weakness of the Anderson and Matlon study ("A Description of High School Forensic Programs: Report on a National Survey," Journal of the American Forensic Association, X, 3, 1974) of secondary school programs does not appear. That study's data came from 26 states and is biased by heavy returns from several. A study of colleges forensics ("College Forensics in the United States--1973" by Richard D. Ricke, JAFA, X, 3, 1974) was based on 467 replies, about 50% of the number reported on in this paper. John Honda, University of Hawaii senior, was responsible for the preparation and mailing of the questionnaire and his services contributed immeasurably to the project.

[5] Most of the high school percentages come from the Hirokawa-Klopf article. A few are from the paper, "The Nature of Forensics in the Nation's Secondary Schools," by Randy Y. Hirokawa (University of Hawaii, mimeo, 1975).